Attitudinal Intonation

Hi, how are you?

Greet your classmates as if:

1. they are a long lost friend
2. they are a baby
3. they used to be your best friend until they stole' your boyfriend / girlfriend a year ago
4. you thought they had been dead for a while now.

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Phonology III

INTONATION

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How would you define intonation?

Intonation is the m_elody_ of the language. The way one's voice _rises_ and _falls_ as they speak.

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Grammatical Intonation

1. Wh- questions (where / who / what) – usually
2. Questions that are answered with yes/no – usually
3. Statements – usually
4. Imperatives (Sit down) – usually
5. Question tags (expecting confirmation) – usually
6. Question tags (showing less certainty) – usually
7. List of items - usually

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Intonation:

1. … conveys meaning
2. … is context sensitive
3. … is closely connected to stress
4. … reveals the speaker's attitude
5. … is generally difficult for Ss to deal with
6. … has few clear rules, but common patterns
7. … must be taught and practiced

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So how can we help our students?

Recognition before production – if they can't hear it, they can't say it.

Take your time – Ss need lots of exposure.

Vary the means - video is excellent for exposure because of visible attitude, body language, etc. CD's and DVD's can provide useful models, e.g.

Observation - As a teacher, observe yourself and how you use intonation, and transmit this to your students, e.g. *Why did my voice go up?*

Integration - Ss need to know that intonation is part of the grammar of the language just as much, for example, as the simple present, so integrate it into your teaching and keep it to the fore! Students my mark intonation on dialogues, or say one word with different intonation to convey different meanings. Teachers can hum/whistle the sentence without words before they say it, or indicate intonation with hand gestures. Exaggerating intonation then doing it naturally may help, too.

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